



Penryn
College

"Achieving through Challenge"

Penryn College

SEN Information Report

Approved by:	Full Committee Board
Date to be approved:	Tabled March FGB
Reviewed:	Jan 2026
Responsible SLT member:	Assistant Head
To be reviewed:	Jan 2027

Be Respectful, Be Responsible



Summary of what you will find in the SEN Information Report:

In this report, we want to give you a clear, reassuring overview of how we will support your child throughout their time with us. Inside, you'll find information about the different types of needs we help with, how we get to know each child as an individual, and the way our teachers and SEN team work together to make sure every child feels understood, included and able to succeed. We explain how we keep you involved every step of the way, how we adapt learning so your child can take part confidently in lessons and activities, and how we support their wellbeing, friendships and transitions. Our aim is simple: to listen to you, to celebrate your child's strengths, and to make sure they have the right support to thrive—both in their learning and in their day-to-day school life.

1. What types of SEN does the school provide for?
2. Which staff will support my child, and what training have they had?
3. What should I do if I think my child has SEN?
4. How will the school know if my child needs SEN support?
5. How will the school measure my child's progress?
6. How will I be involved in decisions made about my child's education?
7. How will my child be involved in decisions made about their education?
8. How will the school adapt its teaching for my child?
9. How will the school evaluate whether the support in place is helping my child?
10. How will the school resources be secured for my child?
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
13. How does the school support pupils with disabilities?
14. How will the school support my child's mental health and emotional and social development?
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
16. What support is in place for looked-after and previously looked-after children with SEN?
17. What should I do if I have a complaint about my child's SEN support?
18. What support is available for me and my family?

Introduction:

At Penryn College, we want every child to feel supported, included and able to succeed. We are unashamedly ambitious for all our young people. We follow national guidance, including the **Children and Families Act 2014**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**, to make sure we meet the needs of all pupils.

We believe high-quality teaching and an inclusive approach help every child learn well. All staff work together to create a welcoming environment where pupils with SEND can take part in all aspects of school life and achieve their potential.

We use the **Assess, Plan, Do, Review** process to identify and support additional needs, and we follow a graduated approach so that help can be matched to each child's situation. Our work is also shaped by the principles in *Removing Barriers to Achievement* (DfES, 2004), which highlight the importance of supporting pupils' social, emotional and learning needs

1. School Context

Penryn College is an inclusive school that supports pupils with a wide range of special educational needs and disabilities. We are proud to have more pupils with **EHCPs** and **SEN Support (K students)** than the county and national average, reflecting our strong reputation for meeting diverse needs.

We support children with:

- Cognition and Learning needs
- Communication and Interaction needs
- Social, Emotional and Mental Health needs
- Sensory and Physical needs

We have a **culture of high expectations, high support and high challenge**, while keeping each child at the centre of everything we do. Our person-centred approach helps pupils with SEND make **positive progress** both academically and personally.

We work closely with families and specialist services to make sure every child gets the right support to thrive.



Our profile:

TYPE OF SUPPORT	NUMBER OF PUPILS	TOTAL NUMBER OF PUPILS
Special educational needs (SEN) support	Year 7 -> 46	202
	Year 8 -> 38	
	Year 9 -> 25	
	Year 10 -> 46	
	Year 11 -> 47	
Education, health and care (EHC) plan	Year 7 -> 16 + 6 ARB	96
	Year 8 -> 11 + 4 ARB	
	Year 9 -> 16 + 10 ARB	
	Year 10 -> 11 + 3 ARB	
	Year 11 -> 8 + 11 ARB	

AREA OF NEED	NUMBER OF PUPILS
Specific learning difficulty (SpLD)	Year 7 -> 7
	Year 8 -> 4
	Year 9 -> 3
	Year 10 -> 8
	Year 11 -> 1
Moderate learning difficulty (MLD)	Year 7 -> 9
	Year 8 -> 19
	Year 9 -> 18
	Year 10 -> 13
	Year 11 -> 16



Severe learning difficulty (SLD)	Year 7 -> 1
	Year 8 -> 0
	Year 9 -> 2
	Year 10 -> 0
	Year 11 -> 8
Profound and multiple learning difficulty (PMLD)	Year 7 -> 0
	Year 8 -> 0
	Year 9 -> 0
	Year 10 -> 0
	Year 11 -> 1
Social, emotional and mental health (SEMH)	Year 7 -> 23
	Year 8 -> 18
	Year 9 -> 11
	Year 10 -> 21
	Year 11 -> 20
Communication and interaction needs	Year 7 -> 10
	Year 8 -> 5
	Year 9 -> 4
	Year 10 -> 1
	Year 11 -> 15
Sensory and/or physical needs	Year 7 -> 4
	Year 8 -> 0
	Year 9 -> 5
	Year 10 -> 3
	Year 11 -> 2
	Year 7 -> 10

ASD (Autism Spectrum Disorder)	Year 8 -> 15
	Year 9 -> 9
	Year 10 -> 12
	Year 11 -> 15

2. Our Penryn College SEN Team

At Penryn College, we have a strong and experienced SEN team to support our large number of pupils with additional needs. All **class and subject teachers** are responsible for Quality First and Inclusive Teaching. They receive regular in-house SEN training, and work closely with the SENCOs to understand pupils' needs and adapt teaching accordingly.

To make sure every child receives the right help, our team is organised across **Key Stage 3 and Key Stage 4**, allowing staff to build close relationships with students and families as they move through the school.

Our SENCOs are:



Miss Quinn, a qualified teacher of English and Media Studies with **6 years' experience** working in the field of SEND. Miss Quinn **achieved** the *National Award for SEN Co-ordination* in November 2022, before completing her *Master of Education* in May 2024.



Mrs Marsh a qualified teacher with **[number] years' experience** in this role. Mrs Marsh **achieved** the *National Award for SEN Co-ordination*.



Mr Gillo a qualified teacher with **2 years' experience** in this role. Mr Gillo is working towards the *National Professional Qualification for SEN Co-ordination* and has completed further training in *National Professional Qualification for Leading Behaviour and Culture*, *Senior Mental Health Lead* and *Certificate in Trauma and Mental-Health Informed Schools and Communities*.



Mrs Williams is the Senior Leader with responsibility for SEN and Safeguarding. Mrs Williams has also achieved the National Award for *SEN Co-ordination*.



Our Assistant SENCO is Mr Chanter, who has [number] years' experience supporting pupils with SEND. Mr Chanter plays a key role in day-to-day support and coordination.

We have a team of 5 Teaching assistants, and 3 Tier 2 teaching assistants who are trained to deliver SEN provision in our mainstream school. Working within our ARB, we have 2 Tier 2 teaching assistants and 5 teaching assistants.

3. External Agencies and Specialists

Sometimes we call on additional expertise to make sure pupils get the support they need. When appropriate, we work closely with a range of external professionals who help us understand pupils' needs and guide the right support for them and their families. These may include:

Organisation	What they do	Contact details
Augmentative and Alternative Communications Team	Local Authority service. AAC supports or replaces speech or writing for communication.	01726 226882 aacsupport@cornwall.gov.uk
Autism Spectrum Team	Local Authority service supporting young people with autism.	01872 323 022
CAMHS	Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18.	01872 221 400
Cognition and Learning Service	The service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with Cognition and Learning needs. The service works with learners with Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties (MLD - including Down's syndrome).	cognitionandlearning@cornwall.gov.uk



Physical and Medical Needs Service		
Cornwall Dyslexia Association	Support the needs of dyslexic children and young people.	01872 222 911
County Transport Team	Arrange home/school transport. Work in conjunction with the school to produce an up to date risk assessment of each child to inform travel plan.	0300 1234 100
External Providers: BF Adventure: Developing students' confidence, self-esteem independence. CLEAR: Specialised service to help Children and Young People who had experienced or witnessed abusive relationships. Dreadnought: Support for students with emotional well-being, anger management issues. Elemental: Jigsaw: A programme that aims to help children, young people, parents and carers who have alleged sexual abuse. Kooth: Award winning online counselling for 11-25 year olds. Penhaligon's Friends: Support for students who have suffered bereavement. Rustikated: White Gold: Mentoring service helping young people back into education, training and mainstream society.		Please contact the school SENDCO in first instance, should you require any advice or guidance regarding these external providers. Please note, referrals for some agencies can only be completed with school agreement
Early Help Hub	A skilled team of professionals from Cornwall's Integrated Health and Children's Services. They process referrals and gather further relevant information from Cornwall Partnership NHS Foundation Trust, Education and Council records. The Hub works in partnership with: Family, Information Service (FIS), Cornwall Partnership NHS Foundation Trust (CFT), Care Management Centre (CMC), and the Multi Agency Referral Unit (MARU), to ensure that the right support, information and guidance is offered. The parent and professional are both informed of the outcome.	01872 322 277
Educational Psychologists	Educational Psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert	earlyhelphub@cornwall.gov.uk

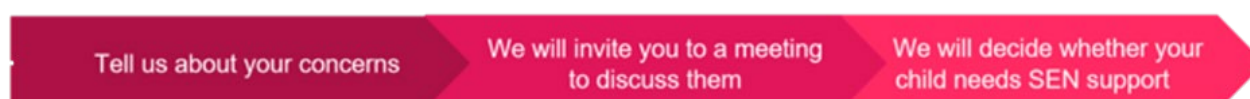


	advice to their parents and carers, and other adults who teach and support them.	
Hearing Support Service	The teacher for hearing impaired pupil's work on a needs-based service. They undertake hearing tests each term and recommendations are made which outlines appropriate strategies to be used within the classroom.	https://www.cornwall.gov.uk/media/14880860
Speech and Language Therapy Service (SALT)	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	/early-help-hub-leaflet.pdf
SENDIASS Special Educational Needs and Disabilities Information Advice and Support Service	Information, advice, support and training for young people and parents / carers of children with SEND (0-25). The service is confidential, independent, impartial and free.	(01326) 331633 https://cornwallsendiass.org.uk/
SEND Assessment and Provision Team Cornwall Council	The admissions process for an Area Resource Base (ARB) is via an education, health and care (EHC) statutory assessment or through the information and evidence gathered at an annual review meeting. The decision about allocation of these places is the responsibility of the Special Educational Needs Resource Panel (SERP).	01726 61004
Social Care	Children's Social Workers practice across an extensive range of services to help and support children, young people and their families throughout the county. In each area of Cornwall there are the Early Help and Protection Services which include: <ul style="list-style-type: none">• 2 Early Help Locality Teams• 3 Children in Need Teams• 2 Child Protection Teams• 1 Child in Care Team Contacts and Referrals are made through the Early Help Hub and our Multi-Agency Referral Unit (MARU) for social care provision.	Truro Children's Social Care office: 0300 1234 101 When Social Care offices are closed you can call 01208 251 300 (for emergencies only)
Vision Support Service	The Vision support service works with children and young people (0-25 years) with a diagnosed visual impairment in their homes, Early Year's settings and schools to enable	vision.support@cornwall.gov.uk



	them to overcome barriers to their education caused by their vision loss.	
--	---	--

4. What should parents do if they think their child has SEN?



<p>If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this via email, SEN clinics or in person</p> <p>They will pass the message on to our SENCO, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly or make an appointment to see them in the weekly SEN Clinics.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register at SEN Support (K) level.</p>
---	---	---

Identifying Additional Needs

Our teachers know what to look for when a child may need extra help. If they notice that a pupil isn't making expected progress – for example in reading, writing, maths, or with friendships and behaviour – they will first check for any gaps in learning and provide extra support in class. Many pupils catch up quickly at this stage.

If progress is still a concern, the teacher will speak with the SENCO and will contact you to discuss the next steps.

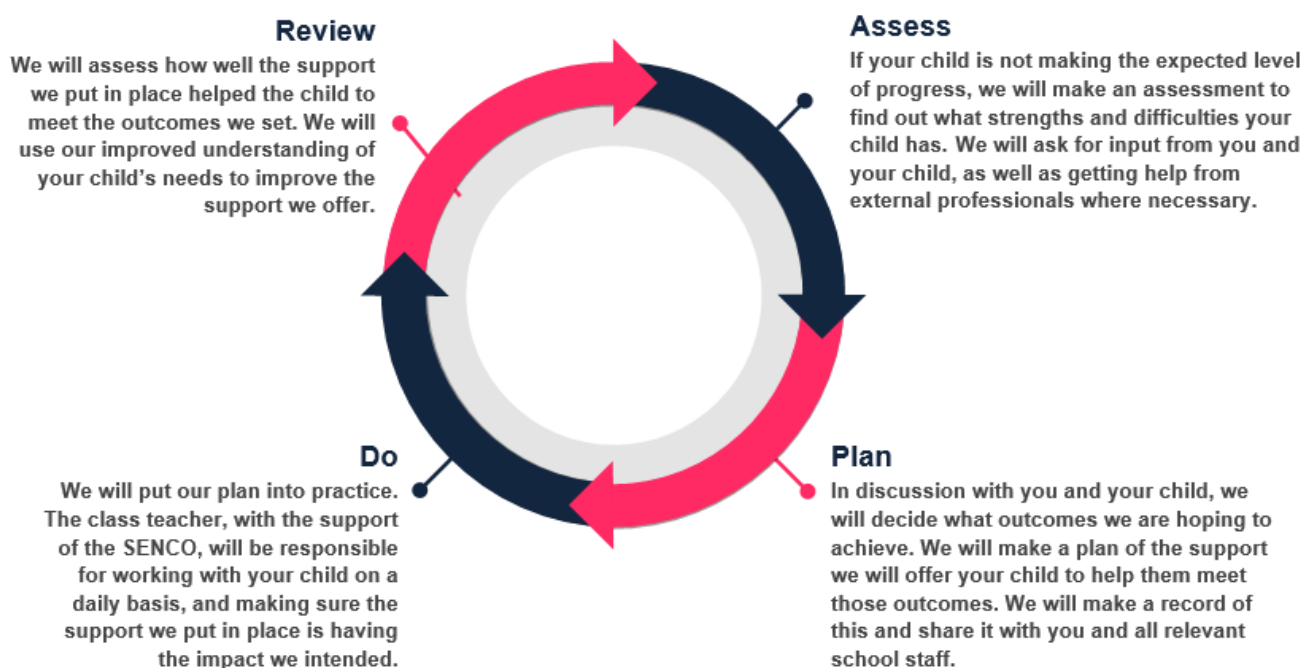
The SENCO may observe your child in lessons and around school, talk with staff, look at their progress over time, and gather views from you and your child. When needed, we may also ask for advice from external specialists, such as speech and language therapists, the cognition and learning team or medical professionals.



Using all this information, the SENCO will decide whether your child would benefit from SEN support. If SEN support is needed, your child's name will be added to the school's SEND register and we will work with you to create a pupil passport.

5. How will the school measure my child's progress?

Every child's progress is the responsibility of their class teacher. Quality First Teaching is the best strategy to ensure progress is made. If, for any reason, progress is not being made, we will follow the 'graduated approach' to meeting your child's SEN needs.



How We Review and Plan Support

As part of the graduated approach, we agree the outcomes we want your child to work towards and plan the support they need to achieve them.

Before starting any intervention, we carry out a simple **baseline assessment** so we know your child's starting point. This helps us see the progress they make and whether the support is having a positive impact.

We regularly review your child's progress and adapt our approach as we learn what works best for them. This is an ongoing process. If a child makes good progress, they may no longer need SEN support. If they still need additional help, we continue the cycle, updating targets and refining the support in place.

6. How will I be involved in decisions about my child's education?

We believe that working closely with families is key to supporting every child well. Alongside our usual school reporting, your child's **key worker** (a member of the SEN team) will meet with you **once each term** to:

- Review and update your child's **Learning Passport**
- Set clear, achievable outcomes for the term ahead
- Look at progress towards previous outcomes
- Discuss the support in place and what may need to change
- Agree what school will do, what you can do at home, and how your child can take an active role

The SENCO may join these meetings if additional guidance is helpful.

Your child's **voice is central** to this process. We encourage them to attend their review meetings wherever possible, or to share their views in another way, so they can help shape their support and talk about what works best for them.

We know that **you are the expert on your child**, so your views are equally important. Your insight helps us understand how things are going at home and whether the support in school is making a difference. If your child's needs or aspirations change at any point, please let us know so we can adjust our approach.

After each meeting, we will record the outcomes, actions and agreed support. This will be shared with relevant staff, and you will receive a copy.

If you have concerns between meetings, please contact your child's tutor, Head of Year, SEN team keyworker or attend an SEN Clinic (held weekly).



7. How will the school adapt its teaching for my child?

At Penryn College, every teacher is responsible for the progress of all pupils in their class, including those with SEND. Our first step is always **high-quality teaching**, and we work hard to make sure your child can access a **broad and balanced curriculum** throughout their time with us.

Our aim is for all young people with SEND to be in class with their peers, accessing expert teaching from subject specialists whenever possible.

We adapt teaching and the learning environment so that support is meaningful for your child. There is **no one-size-fits-all** approach—teachers make changes based on individual needs, strengths and learning styles. Most adaptations happen naturally within the classroom as part of everyday teaching.

All teachers use our whole-school approach, “**Valuable for All, Vital for Some**,” which outlines the core strategies we expect to see in every lesson:

Valuable for all, vital for some

- Narrate the behaviour you expect to see
- Use ‘do it now’ starters and clear routines
- Share learning intentions visually and verbally
- Share expected outcomes for the end of the lesson
- Interleave learning and check prior knowledge
- Check understanding: task, content, expectations (cold calling, whiteboards, think-pair-share)
- Plan transitions between tasks carefully
- Group and seat students effectively
- Give feedback through accurate marking and encourage pupils to respond
- Chunk, scaffold and model learning
- Provide independent tasks to show students can apply learning
- Provide time for discussion and talk about the learning
- Improve literacy and numeracy through vocabulary, reading, writing and talk

We also follow our **Accessibility Plan**, which explains how we make the curriculum accessible for all pupils and increase opportunities for disabled pupils to participate fully in school life.

If your child needs further adaptations—such as visual supports, alternative resources, specific seating arrangements, or personalised scaffolding—the SEN team will work with teachers to put



these in place. Please see our **School Offer** below for specific examples of what can be accessed.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	<ul style="list-style-type: none">• Visual timetables and now/next boards• Social stories and comic strip conversations• Access to low-arousal workspace• Staff trained in autism-friendly classroom practice• Key adult/check-in system• Clear routines and predictable transitions• Chunked instructions + visual prompts• Access to quiet break/lunch spaces• Sensory equipment (e.g., fiddle items, ear defenders)
	Speech and language difficulties	<ul style="list-style-type: none">• SALT-recommended/Speech and Language Progression Tool intervention programmes• Vocabulary pre-teaching• Lego Therapy / social communication groups• Precision teaching (speech sound, vocabulary, or language structures)• Use of visual supports: symbols, photos, task lists• Language-rich modelling by staff• Opportunities for structured talk (e.g., Think, pair, share)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none">• Coloured overlays or adapted paper• Reading pens or text-to-speech tools• Task scaffolding & chunking• Laptop/word processor for longer writing• Reading intervention• Phonics intervention• Personalised revision resources



		<ul style="list-style-type: none">• Overlearning and 1:1 reinforcement• Checklists and organisation supports• Extra time for processing/assessment completion• Dyslexia passport• Writing slope
	Moderate learning difficulties	<ul style="list-style-type: none">• Small-group targeted literacy/numeracy support• Differentiated curriculum materials• Scaffolded tasks and modelled worked examples• Overlearning and repetition of core skills• Alternative ways to record learning (oral, mind-map, visuals)• Practical, hands-on learning opportunities• Modified pace and reduced cognitive load• Targeted additional adult support in class when needed
	Severe learning difficulties	<ul style="list-style-type: none">• Highly personalised learning programmes• Multi-sensory teaching approaches• Frequent repetition and reinforcement• Life-skills and functional learning focus• Individualised communication systems (AAC where appropriate)• Close liaison with external specialists (e.g. C&L Service)• Supported transitions between tasks• Regular review of targets with specialist input
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none">• Movement breaks and sensory regulation activities• Seating near role-model peers• Task chunking with timed intervals• Access to fidget tools• Positive behaviour prompts and visual cues• Check-in/check-out with key adult• Reduced distractions in workspace



		<ul style="list-style-type: none">• Use of timers, planners, and organisational scaffolds• Quiet workstation/work space
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none">• ELSA support / emotional literacy programmes• Mentoring (internal or external providers)• Safe space or "support base" during unstructured times• Anxiety-reduction programmes (e.g., Zones of Regulation)• Social skills / friendship groups• Pastoral support plans• Trauma-informed strategies• Regular check-ins with a trusted adult
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none">• Seating near teacher with clear view of face• Radio-aid or hearing technology use• Key vocabulary shared in advance• Reduced background noise where possible• Visual reinforcement of spoken instructions• Specialist teacher input and reviewed strategies• Ensuring subtitles on video content
	Visual impairment	<ul style="list-style-type: none">• Large-print or adapted materials• High-contrast resources• Access to digital magnification / reading software• Tactile resources• Clear routes and decluttered environment• Specialist teacher guidance for staff• Review of classroom environment• Reduced stimulus environment
	Multi-sensory impairment	<ul style="list-style-type: none">• Personalised sensory profile• Multi-sensory teaching approaches• High adult supervision and communication support• Close liaison with VI/HI teams• Adapted environment for navigation and communication• Consistent routines and predictable structure



	Physical impairment	<ul style="list-style-type: none">• Adapted equipment (writing tools, seating, specialist furniture)• Modified PE curriculum• Access arrangements for movement around site• Physiotherapy/OT programmes implemented in school• Extra time for movement between lessons• Risk assessments for practical subjects and trips• Support with fine and gross motor tasks
--	---------------------	--

8. How will the school evaluate whether the support in place is helping my child?

We regularly check how well the support is working to make sure it is right for your child. We do this by:

- Reviewing progress towards their agreed outcomes each term
- Checking the impact of any interventions after 6 weeks (depending on intervention)
- Gathering your child's views through simple questionnaires or conversations
- Ongoing monitoring by the SENCO, including classroom visits and discussions with staff
- Using provision maps to track progress over time
- Holding an **Annual Review** if your child has an Education, Health and Care (EHC) Plan

This helps us understand what is working well and what may need to be adapted so your child continues to make good progress. Please talk to us about this and share what is working and what may need to change.

9. How will the school secure the resources needed for my child?

Sometimes a child may need support that goes beyond what we usually provide in the classroom. This could include:

- Extra equipment or specialist resources

- Additional training for staff
- Support or advice from external professionals

When this is needed, we work with appropriate specialists to understand what will help your child access their learning most effectively.

The school is responsible for funding up to **£6,000** of additional provision. If the support required goes beyond this amount, we will apply to the local authority for extra funding. **This additional funding cannot be put in place until it has been formally agreed in writing by the local authority.**

10. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Penryn College, we want every child to feel fully included in all aspects of school life. All of our **extra-curricular activities, clubs, and school visits** are open to every pupil, including those with SEND. **Our young people thrive in these activities, sharing their wide range of talents with us, and we see participation as an essential part of their all-round development.**

We encourage all pupils to take part in opportunities such as:

- School trips, including residentials
- Sports Day and sporting events
- Careers activities and fairs
- Before- and after-school clubs

No pupil is ever left out of an activity because of their SEND or disability. We always make any **reasonable adjustments** needed—whether that's additional support, adapted resources, or careful planning—to ensure your child can participate safely and confidently alongside their peers.

11. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Our admissions process is set out clearly in our **Admissions Policy**, and we welcome conversations with families who would like to discuss how this applies to their child. Please contact us if you would like support or guidance.

For pupils with an **Education, Health and Care (EHC) Plan**, admissions are managed by the **Local Authority (LA)**. Applications must go through the LA, and your child's current SENCO can help you with this process.

The LA is also responsible for allocating places in our **Additional Resource Base (ARB)**. These places cannot be agreed by the school directly.

When a young person with an EHC Plan expresses a preference for Penryn College, the LA sends us their documents so we can consider whether we can meet their needs effectively within our provision. If Penryn College is named in the EHC Plan, a **carefully planned transition** will begin to support your child's move into our school.

13. How does the school support pupils with disabilities?

At Penryn College, we are committed to making sure pupils with disabilities feel included, supported and able to take part in every aspect of school life. We take active steps to ensure that no child is treated less favourably because of their disability, and we work closely with families to understand and meet individual needs.

We support pupils with disabilities by:

- Making reasonable adjustments to remove barriers to learning and participation
- Ensuring disabled pupils can access all lessons, activities and school events
- Providing specialist equipment, resources or auxiliary aids where needed
- Working with external professionals to ensure we understand and respond to the child's needs
- Adapting teaching, routines or the environment where appropriate

Our school site includes a range of facilities to support accessibility, such as **ramps, lifts, accessible toilets and designated quiet spaces**, and we review these regularly to make sure they continue to meet the needs of our pupils.

We follow our **Accessibility Plan**, which sets out how we will:

- Increase opportunities for disabled pupils to take part in the curriculum
- Improve the physical environment so disabled pupils can access school life more easily
- Make information easier to access for pupils with disabilities

You can find our [Accessibility Plan](#) or contact us if you would like a paper copy or would like to discuss how we can support your child.

14. How will the school support my child's mental health, and emotional and social development?

At Penryn College, your child's wellbeing is just as important as their academic progress. We want all young people to feel safe, listened to and supported, and we offer a range of provision to help pupils with SEND develop confidence, resilience and positive relationships.

We support pupils' emotional and social development by:

- Encouraging pupils with SEND to take an active role in school life, including joining the **School Council** and other pupil-voice groups
- Offering opportunities to join clubs and groups designed to build teamwork, confidence and friendships
- Providing extra pastoral support so pupils with SEND have regular opportunities to share their views and talk about how things are going
- Fostering positive relationships with trusted adults
- Running intervention groups, supported break and lunch activities and safe spaces for pupils who need additional help with emotional regulation, social skills or managing anxieties
- Working closely with families and, where needed, external professionals to plan the right support for each child

We have a firm **zero-tolerance approach to bullying**. We work proactively to prevent it through clear expectations, regular assemblies, tutor activities and open communication. If concerns arise, we act quickly to support the pupil affected and ensure they feel safe and included.

Our aim is to help every young person feel confident, secure and ready to learn, both in and beyond the classroom.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We know that moving to a new class, school or phase can feel worrying for some young people, especially those with SEND. We work closely with families to make each transition as smooth and positive as possible.

Moving between year groups

To help pupils feel confident about the new school year, we:

Be Respectful, Be Responsible

- Arrange a meeting between your child's current teacher and their next teacher to share key information about their needs and support
- Offer opportunities for pupils to meet or spend time with their new teacher towards the end of the summer term
- Update Learning Passports so staff have clear, up-to-date guidance

Moving between schools

When a pupil is transferring to another school, we:

- Ask you and your child what information you would like us to pass on
- Share relevant SEN information promptly and securely with the new setting
- Support transition meetings where needed to help your child feel prepared

Moving from primary to secondary (Year 6 to Year 7)

For children joining Penryn College:

- Our SENCO meets with primary school SENCOs to discuss the needs of incoming pupils
- We arrange additional visits, small-group tours, and parent/carer meetings where needed
- We provide tailored transition plans for pupils who may need a gentler or more supported introduction to secondary school

Preparing for adulthood

As pupils move into the later years of secondary school, we focus on helping them plan for their future. We:

- Offer advice and guidance on next steps into further education, training or employment
- Work with pupils to set goals linked to independence, life skills and participation in the wider community
- Support them through college visits, careers events, and meetings with external services
- Ensure that transition planning forms a key part of EHC Plan Annual Reviews from Year 9 onwards
- Ensure that students with an EHC receive additional access to independent careers advice from external agencies

Our aim is to help every young person feel ready, confident and supported as they move into each new stage of their education and life.

15. What support is in place for looked-after and previously looked-after children with SEND?

At Penryn College, we recognise that looked-after and previously looked-after children may have additional needs linked to their experiences, and we work sensitively to ensure they feel safe, understood and well supported.

Our **Designated Teacher for Children in Care is Mrs Williams**. She works closely with the appropriate **Key Stage SENCO** to make sure staff understand how a child's care experience and their SEND may interact, and what this means for their learning and wellbeing. **Mrs Williams is supported by our Deputy Designated Safeguarding Leads, Mrs Collins and Mrs Edgson**, ensuring a strong team approach around each young person.

Looked-after and previously looked-after pupils receive the same high-quality SEN support as any other child with additional needs. Looked-after pupils also have a **Personal Education Plan (PEP)**. We make sure the PEP, SEN support plans and any **EHC Plans** work together and complement each other so support is consistent and joined-up.

Our aim is to provide stability, strong relationships and high-quality support so that every looked-after and previously looked-after young person can thrive.

17. What should I do if I have a complaint about my child's SEN support?

We want to make sure your child's time with us is positive, and we aim to work closely with families to resolve any concerns as quickly as possible.

If you have a worry or complaint about your child's SEN support, please speak first to your child's **class teacher**, the **SENCO**, or the **Headteacher**. Most concerns can be sorted out through early communication.

If you feel the issue has not been resolved, please follow our **school's Complaints Policy**, which sets out each step of the process clearly.

You can find the policy here: [Complaints Policy](#)



We also encourage parents and carers to seek advice and support from **SENDIAS**, an independent service that helps families understand their rights and options.
SENDIAS contact: (01326) 331633

<https://cornwallsendiass.org.uk/>

If you believe your child has been discriminated against because of their SEND, you can make a claim to the **First-tier SEND Tribunal**. More information is available at:
<https://www.gov.uk/complain-about-school/disability-discrimination>

18. What support is available for me and my family?

At Penryn College, we want to support not only your child, but your whole family. If you ever have questions, worries, or feel you need a bit of extra help—whether it's related to SEN or anything else—please get in touch. Talking to us early means we can listen, understand the situation and help point you towards the right support.

We can offer guidance in school, link you with useful services, and help you access support in the community. **You are never on your own—we are here to help.**

Glossary:

Term	Definition
AAC – Augmentative and Alternative Communication	Tools or strategies that support or replace spoken or written communication (e.g., symbols, communication boards, electronic devices).
ADD – Attention Deficit Disorder	A condition affecting attention and focus, without the hyperactivity element.
ADHD – Attention Deficit Hyperactivity Disorder	A condition affecting focus, impulse control and activity levels.
Annual Review	The legally required yearly review of an EHCP.
Area Resource Base (ARB)	Specialist provision offering a higher level of support for pupils with more complex needs.



Assess, Plan, Do, Review (APDR)	The graduated cycle used in SEN support to identify needs, plan and deliver provision, and review progress.
ASD – Autism Spectrum Disorder	A developmental condition affecting communication, social interaction, sensory processing and flexible thinking.
Blank Levels (1–4)	A language development framework using structured questioning to develop understanding.
Cognition and Learning Needs	Difficulties in learning, understanding, or retaining new information. Includes SpLD, MLD, SLD, PMLD.
Cognition and Learning Service	A county service supporting assessment and provision for pupils with learning difficulties.
CAMHS – Child and Adolescent Mental Health Services	NHS mental health services for young people up to age 18.
Communication and Interaction Needs	Difficulties with spoken language, understanding, social communication or interaction.
Differentiation	Adapting learning, tasks or resources to meet individual needs.
Dyscalculia	A specific difficulty with number sense and mathematical reasoning.
Dyslexia	A specific learning difficulty affecting reading, spelling, and processing written language.
Dyspraxia / DCD – Developmental Coordination Disorder	A condition affecting coordination, organisation and motor skills.
EHCP – Education, Health and Care Plan	A legal document outlining a child's needs and the provision required to meet them.
ELSA – Emotional Literacy Support Assistant	Staff trained to deliver structured emotional-wellbeing support.



External Agencies	Professionals from outside school who provide specialist advice (e.g., EPs, SALT, Autism Team).
Graduated Approach	Increasing levels of support through the APDR cycle.
HI – Hearing Impairment	A need relating to partial or full hearing loss.
K Code / SEN Support (K Student)	Pupils receiving SEN support but without an EHCP.
Local Authority	Your local council. It is the organisation responsible for making sure children and families in the area get the support they need. This includes things like school places, SEND services, Educational Psychologists, transport to school, social care, and deciding on Education, Health and Care Plans (EHCPs). They work with schools and families to make sure children are safe, included, and able to learn.
Learning Passport	A personalised profile outlining strengths, needs and recommended classroom strategies.
Moderate Learning Difficulty (MLD)	Learning needs affecting progress across the curriculum at a slower pace than peers.
Multi-Sensory Impairment (MSI)	Combined visual and hearing impairment.
Nurture Group	A small supportive group focusing on social, emotional and behavioural development.
PMLD – Profound and Multiple Learning Difficulties	Severe and complex learning and physical needs requiring highly individualised support.
Precision Teaching	A highly structured method for developing fluency in key skills such as reading or spelling.
Quality First Teaching (QFT)	High-quality, inclusive classroom teaching that meets the needs of most learners.



Risk Assessment	A document assessing potential risks and actions to keep pupils safe.
SALT – Speech and Language Therapy	Professionals who assess and support communication and swallowing difficulties.
SEMH – Social, Emotional and Mental Health Needs	Needs affecting emotional regulation, wellbeing, relationships or behaviour.
Sensory Needs	Differences in processing sensory information such as sound, light, or touch.
SLD – Severe Learning Difficulty	Significant learning needs affecting cognitive processing, communication and independence.
SLCN – Speech, Language and Communication Needs	Difficulties with understanding or using spoken language.
SEN – Special Educational Needs	Learning difficulties requiring additional or different support from typical classroom provision.
SEND – Special Educational Needs and Disabilities	A broader term including SEN and physical or medical needs.
SENDCO / SENCO	The teacher responsible for coordinating SEN provision.
SENDIASS	A free, independent service offering information and advice to families with SEND.
SERP – Special Educational Needs Resource Panel	The panel that allocates ARB places and additional funding.
SpLD – Specific Learning Difficulties	Needs affecting specific areas of learning (e.g. dyslexia, dyscalculia, dyspraxia).
VI – Visual Impairment	Needs relating to partial or full loss of sight.